

GEOGRAPHY AND HISTORY OF THE WORLD

Students use geographical and historical skills and concepts to deepen their understanding of the global themes contained in the standards. Geography and History of the World is a two-semester alternative to the standard World History course. The skills provide the research tools needed to think geographically and historically: ask geographic and historical questions; acquire geographic and historical information relevant to these questions; produce maps, timelines and other graphic representations to organize and display the information acquired; interpret maps, timelines and other graphic representations to solve geographic and historical problems and to analyze world events and suggest feasible solutions to world problems; reach conclusions about the geographic and historical questions posed and give verbal, written, graphic and cartographic expression to conclusions. The concepts provide the intellectual tools needed to think geographically and historically: change over time, cultural landscape, diffusion, human environment interactions, human livelihoods, national character, origin, physical systems, sense of place, spatial distribution, spatial interaction, spatial organization and spatial variation. These concepts are indicated in parentheses in each standards indicator and are defined at the end of the GHW standards document.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Culture Hearths

Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

Standard 2 — World Religions

Students will examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

Standard 3 — Population Characteristics, Distribution and Migration

Students will examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

Standard 4 — Exploration, Conquest, Imperialism and Post-Colonialism

Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

Standard 5 — Urban Growth

Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

Standard 6 — Innovations and Revolutions

Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

Standard 7 — Conflict and Cooperation

Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.

Standard 8 — Trade and Commerce

Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

Standard 9 — Human and Environmental Interactions: Resources, Hazards and Health

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

Standard 10 — States, Nations and Nation-States

Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.

Standard 11 — Sports, Recreation and Tourism

Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

Standard 12 — Global Change

Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

Standard 1

Culture Hearths*

Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.

- GHW.1.1 Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths* in Asia, Mesoamerica and North Africa. (Origins, Spatial Distribution, Human Environment Interactions, Human Livelihoods)

Example: Irrigation-based civilizations: Tigris-Euphrates (Fertile Crescent), Nile, Indus, Huang Ho (Yellow) Rivers (3300–500 B.C./B.C.E.); Rainforest- and valley-based civilizations of Mesoamerica (1200 B.C./B.C.E.–1492 A.D./C.E.); Land-based civilization: Mongols of Central Asia (700–1200)

- GHW.1.2 Ask and answer geographic* and historical questions* about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. (National Character, Change over Time, Physical Systems, Spatial Distribution)

Example: Using the geographical/cultural areas mentioned in examples for GHW.1.1, answer questions such as the following: Where are culture hearths located and why are they located where they are? What are the locational advantages and disadvantages of particular culture hearths? How have these advantages and disadvantages changed over time? (3300 B.C./B.C.E.–present)

- GHW.1.3 Analyze agricultural hearths* and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. (Spatial Interaction, Physical Systems, Diffusion, Human Environment Interactions)

Example: Development and sharing of irrigated crops of Mesopotamia (3300–500 B.C./B.C.E.); the agricultural base of the Ancient Greek city-states (1000–350 B.C./B.C.E.); spread of wheat, barley, cattle and horses to areas of similar latitude: North Africa, Europe, East Asia (1500 B.C./B.C.E.–500 A.D./C.E.); Pre-Columbian societies of the Americas (1200 B.C./B.C.E.–1492 A.D./C.E.); Mesoamerican agricultural influences on Europe (1492–1800 A.D./C.E.)

GHW.1.4 Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. (Human Environment Interactions, Spatial Variation, Change over Time, Cultural Landscape)

Example: Fall of the Sumerian, Babylonian, Assyrian and Phoenician civilizations and the rise of the Persians (3300–350 B.C./B.C.E.); disappearance of the Olmec civilization and the rise and subsequent fall of the Maya (300 B.C./B.C.E.–600 A.D./C.E.); fall of Angkor Wat (700–1432 A.D./C.E.)

- * culture hearth: heartland, source area, innovation center, place of origin of a major culture*
- * culture: the sum total of the artifacts, knowledge, attitudes, and habitual behavior patterns, including language, shared and transmitted by the members of a society
- * geographic question: a question that asks “where?” and “why there?”
- * historical question: a question that asks “when?” and “why then?”
- * agricultural hearths: heartland, source area, innovation center, place of origin of the domestication of plants and animals

Standard 2

World Religions

Students will examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.

GHW.2.1 Map the spread over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration. (Origins, Change over Time, Diffusion, Spatial Organization, Spatial Distribution)

Example: Universal religions: Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism and Taoism (Yellow River), Shintoism (Japan), Orthodox Judaism (Jerusalem)

GHW.2.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government* are affected by world religions. (Spatial Interaction, Spatial Variation, Change over Time, Cultural Landscape, National Character, Physical Systems)

Example: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917); Iran and Iraq: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)

GHW.2.3 Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. (Human Environment Interactions, Change over Time, Physical Systems)

Example: Japan (Shintoism and Buddhism): natural beauty; Native Americans (selected tribes): sanctity of the environment; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use

GHW.2.4 Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism* and the secularism* and modernism* associated with the Western tradition. (National Character, Change over Time, Sense of Place, Cultural Landscapes)

Example: United States: issues related to the separation of church and state (1910–present); Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)

- * form of government (also referred to as a system of government): a social institution composed of various people, institutions and their relations in regard to the governance of a state; different forms of government have different types of political systems, such as theocracy in which a deity is recognized as the supreme civil ruler, but the deity's laws are interpreted by ecclesiastical authorities (bishops, mullahs, etc.).
- * fundamentalism: a belief in the infallibility and literal interpretation of a particular religion's doctrine or holy books
- * secularism: the belief that religious considerations should be excluded from civic affairs
- * modernism: an attempt to bring religious thought into harmony with the scientific findings and secular philosophy of the present day

Standard 3

Population Characteristics*, Distribution* and Migration*

Students will examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.

GHW.3.1 Map the distribution of the world's human population for different time periods. Analyze changes in population characteristics and population density in specific regions. (Spatial Variation, Change over Time, Spatial Distribution, Human Environment Interactions)

Example: Africa: compare traditional population maps from the 1600–1800s to current maps from the 1900–2000s; Europe: compare traditional population

maps from the 1800s to maps of the present; compare and contrast Ireland in the 1830–40s using traditional maps to maps from the 1980–90s. Then ask questions about these maps, such as: What impact does the availability of particular resources have on the distribution of population? Where is population most densely settled and why? How and why does age-gender structure vary over time and in different regions of the world?

- GHW.3.2 Identify and describe the push-pull factors* that resulted in the migration of human population over time and detect changes in these factors. (Origins, Change over Time, Spatial Interaction)

Example: China: push – poverty and overpopulation, pull – gold in New World, jobs in Southeast Asia (nineteenth century); Russian Jews: push – anti-Semitism, pull – freedom and economic opportunities in the United States (nineteenth century); Scandinavians: push – poor land, overpopulation and religious intolerance, pull – Homestead Act and freedom in the United States (nineteenth century); Irish: push – famine, pull – economic opportunities in United States (nineteenth century); Europe: push – communist movement in Eastern Europe, pull – freedom in Western Europe (1945–1990); Hispanics from South and Central America: push – poverty and overpopulation, pull – economic opportunities in the United States (1950–present)

- GHW.3.3 Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions. (Change over Time, Diffusion, Spatial Interaction, Cultural Landscape, Sense of Place)

Example: India and China: brain drain to the United States and Europe (twentieth century); Palestinians: refugees to several Middle-Eastern countries (1947–present); West Bank: Jewish settlements (1947–present); Southwest Asia: economic opportunities in Western Europe (1950–present); Former Soviet Union: political and economic exchanges among former Soviet satellites and Russia (1990–present)

- GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline. (Spatial Variation, Change over Time, Cultural Landscape, Sense of Place)

Example: Europe: movement of prosperous and talented middle-class Huguenots from France to German states, colonial America and South Africa (1700–1900); Persian Gulf immigrants to United Kingdom (twentieth century); movement of individuals in the arts from the Soviet Union to the United States (1950–1990); movement of Japanese to Australia for economic opportunity (1975–present)

GHW.3.5 Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. Propose strategies for dealing with the issues identified. (Change over Time, Spatial Organization, Human Livelihoods, Cultural Landscape, Sense of Place)

Example: Obtain population data for a city, a township and the local county covering the decades of 1950, 1960, 1970, 1980, 1990 and 2000 (U.S. Census of Population). Graph data and changes for each geographical unit; map the population change (growth and decline); analyze where changes of significance have occurred; predict where future population change may occur and the consequences for providing services to the population and school districting; and analyze the political and economic impact due to the way that population totals are used to allocate political representation in Congress, county boards, city councils, etc.

- * population characteristics: the traits of a population including:
- * age-gender structure: the composition of a population as determined by the number or proportion of males and females in each age category
- * birth rate: the number of births per 1,000 people in a given year
- * death rate: the number of deaths per 1,000 people in a given year
- * fertility rate: the average number of children a woman will have during her reproductive years
- * growth rate: the rate at which the population is increasing or decreasing in a given year due to natural increase and migration into the population, expressed as a percentage of the base population
- * life expectancy at birth: the average number of additional years a person would live if current mortality trends were to continue; a measure of well-being
- * natural increase: the surplus or deficit of births over deaths in a population in a given time period
- * population distribution: the patterns of settlement and dispersion of a population
- * migration: a change in residence intended to be permanent
- * push-pull factors: the idea that migration flows are simultaneously stimulated by perceived conditions in the source area, which tend to drive (push) people away, and by the perceived attractiveness (pull) of the destination

Standard 4

Exploration, Conquest, Imperialism* and Post-Colonialism*

Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.

GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages. (Origins, Change over Time, Sense of Place, Spatial Interaction, Spatial Organization)

Example: Alexander the Great and the development of the Hellenistic Period (350–300 B.C./B.C.E.), Mongol conquests of India and China (711–1300), Spanish and Portuguese exploration and conquest (1400–1800), English and French exploration and conquest (1400–1800), exploration of the New World (1400–1800), voyages by Ming Dynasty (1368–1644), explorers in the early fifteenth century around India to Africa, European view of world regions, Asia and Africa (1500–1800), Manchu conquest in 1644 of all of China and Inner Asia

- GHW.4.2 Use maps, timelines and/or other graphic representations to show the movement, spread and changes in the worldwide exchange of flora*, fauna* and pathogens* that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved. (Spatial Interaction, Change over Time, Diffusion, Human Environment Interactions)

Example: Compare world maps of the fifteenth century to world maps of the sixteenth century that show selected crops grown for food, analyze how the Industrial Revolution affected agriculture in Europe and the Americas (1700–1900), and compare and contrast two or more regions of the world relative to major life-threatening diseases prior to 1492 and after this date.

- GHW.4.3 Identify and compare the main causes, players and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps. (Change over Time, Spatial Distribution, Spatial Interaction)

Example: Illustrate the colonial focus of the following European nationalities: Spanish and Portuguese (1492–1825); British, French, Belgian and Dutch (1800–1970). Link European countries to their colonies in Asia and Africa in relationship to resources and trade patterns in the nineteenth and twentieth centuries.

- GHW.4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. (Spatial Interaction, Change over Time, Cultural Landscape, National Character, Physical Systems, Sense of Place, Spatial Variation, Spatial Organization)

Example: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)

GHW.4.5 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (Spatial Distribution, Spatial Interaction, Spatial Variation, Human Livelihoods, Sense of Place, Cultural Landscapes)

Example: (1850–present) Disparate effects of global economic competition; patterns of variation between developed* and developing countries*; the global division of labor, especially between developed and less-developed countries; the magnitude and direction of the flows of cultural exchange between former colonies and colonial powers

- * imperialism: a national policy of forming and maintaining an empire; it involves the struggle for the control of raw materials and world markets, the subjection and control of territories, and the establishment of colonies.
- * post-colonialism: the ways that colonialism and imperialism persist and evolve after formal dissolution of colonial and imperialistic empires
- * flora: plants or plant life of a region or environment
- * fauna: all the animal life of a region or environment
- * pathogen: any organism capable of producing disease
- * developed country: an area of the world that is technologically advanced, highly urbanized and wealthy, and has generally evolved through economic and demographic transitions
- * developing country: an area of the world that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use

Standard 5

Urban Growth

Students will examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.

GHW.5.1 Ask and answer geographic and historical questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods. (Origins, Change over Time, Human Environment Interactions, Spatial Variation)

Example: Answer questions such as Where are these towns and cities located and why are they located where they are? and When did these towns and cities develop and why? for the following: ancient Rome, the rise to towns in Europe (1050–1450), Dutch cities (trade), Venice (Crusades), New York City (harbor), Istanbul (junction between Europe and Asia), Singapore (Strait of Malacca) and Hong Kong (China trade).

GHW.5.2 Describe, using maps, timelines and/or other graphic presentations, the worldwide trend toward urbanization*. Assess the impact of factors such as locational

advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. (Diffusion, Change over Time, Human Environment Interactions, Human Livelihoods, Spatial Interaction)

Example: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)

GHW.5.3 Analyze the changing functions of cities over time. (Change over Time, Human Livelihoods, Sense of Place, Spatial Organization, Spatial Interaction)

Example: London: fortress to political, cultural and economic center (1066–present); Beijing: from village to capital (1500–present); Chicago: stockyard to financial and transportation center; Sydney: penal colony to cultural and financial center (1790–present); Shanghai: from Western trade center to global financial and manufacturing hub (1800–present)

GHW.5.4 Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist. (Spatial Variation)

Example: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains), and Mumbai (peninsular location)

GHW.5.5 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world. (Spatial Variation, Change over Time, Cultural Landscape, Human Environment Interactions, Sense of Place, Physical Systems)

Example: Compare and contrast Quebec City (French) with Edmonton (English), Canada; Wuhan (industrial) with Beijing (capital), China; Rome (cosmopolitan) with Milan (manufacturing), Italy; Nairobi (interior) with Mombasa (coastal), Kenya. Examine the impact of the local community on the physical and human environment.

* urbanization: the process involving the movement to, and the clustering of, people in towns and cities; refers to the proportion of a country's population living in urban places

Standard 6

Innovations and Revolutions

Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.

GHW.6.1 Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. (Origins, Change over Time, Spatial Variation, Diffusion)

Example: Governmental change for the following countries and the impact of the changes on other countries and regions: England (1680s), United States (1760s and 1780s), France (1780s and 1790s), Mexico (1820s), Brazil (1820s), China (1910s), Russia (1910s), Iran (1970s), and potential revolutions in Venezuela and the countries of Central Asia (present)

GHW.6.2 Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread. (Origin, Change over Time, Diffusion, Spatial Interaction, Cultural Landscape, Sense of Place)

Example: Explosives (Asia, first century), paper (Asia, first century), printing press (Europe, 1400s), steam engine (Europe, 1700s), pasteurization (Europe, 1800s), electricity (North America, 1800s), immunization (Europe, 1800–1900s), atomic energy (North America and Europe, 1900s), and computer and digital technology (North America and Asia, 1950–present)

GHW.6.3 Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. (Diffusion, Change over Time, Spatial Interaction)

Example: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present)

GHW.6.4 Analyze how transportation and communication changes have led to both cultural convergence* and divergence* in the world. (Diffusion, Change over Time, Spatial Interaction)

Example: Railroads promoting convergence (Australia, India, North America, 1800–1900s); automobiles and airplanes promoting convergence among places connected and divergence for places not connected (North America, 1900s); computer technology, television, cell phones and satellite communications promoting convergence and sometimes divergence (North America, Africa, 1900–present)

GHW.6.5 Analyze and assess the impact of the four major agricultural revolutions* on the world's human and physical environments. (Human Environment Interactions, Human Livelihoods, Cultural Hearths, Spatial Organization, Change over Time)

Example: American Indians' use of fire on the Great Plains (before 1800), plant domestication in irrigation-based civilization cultural hearths (3300 to 500 B.C./B.C.E.), industrial agriculture on the delta of the Amu Darya River in Uzbekistan and its effects on the Aral Sea (1900s), and genetic manipulation of rice in India (1900s)

GHW.6.6 Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed countries in the contemporary world. (Human Livelihoods, National Character, Origin, Diffusion, Change over Time, Human Environment Interactions)

Example: The abundance of productive land in the U.S. compared to the limited productive land in less developed countries, the historically scarce labor supply in the U.S. that led to immigration and mechanization compared to the abundance of labor and high unemployment in contemporary less developed countries, the historic elimination of temperate latitude forests by colonial powers and the U.S. to fuel development, and the current use of tropical forests in less developed countries

- * convergence: the process by which cultures become more alike
- * divergence: the process by which cultures become less alike
- * four major agricultural revolutions, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation

Standard 7

Conflict and Cooperation

Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people.*

GHW.7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist*, racial, ethnic, religious, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. (Spatial Interaction, Spatial Variation, National Character, Human Environment Interactions, Sense of Place)

Example: Turkey and Iraq conflict and cooperation related to the headwaters of the Tigris and Euphrates Rivers (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)

GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. Propose solutions to conflicts that are still ongoing. (Change over Time, Spatial Interaction, Human Environment Interactions, Sense of Place)

Example: Indian Sub-continent: British vs. Muslims vs. Hindus (1800–present); Northern Ireland: Protestant vs. Catholic (1900s); Southwest Asia: Iran vs. Iraqi Shiites vs. Sunnis, Israelis vs. Arab, Israelis vs. Palestinians (1900s–present); Africa: tribal conflict in Rwanda, Nigeria and Sudan (1900s–present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914–present), World War II and the Holocaust (1935–1945)

GHW.7.3 Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. (Spatial Organization, Change over Time, Spatial Interaction)

Example: Compare and contrast Czech Republic and Slovakia to former Yugoslavia (1900s), compare and contrast Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), compare and contrast Gandhi's (India) non-violent approach to independence compared to Algerian violent movement for independence from France (1950s) or to the Bolshevik's (Russia) approach to independence from absolutism (1900s), and compare and contrast the independence movements by colonial Australia and South Africa (1900s)

GHW.7.4 Prepare maps, timelines and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. (Origins, Spatial Interaction, Change over Time, Spatial Organization, Spatial Distribution)

Example: League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA)

- * supranational: a venture involving three or more states (political, economic and/or cultural) cooperating to promote shared objectives
- * nationalist: devotion to the interests or culture of a particular nation including promoting the interests of one country over those of others

Standard 8

Trade and Commerce

Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.

GHW.8.1 Use maps to show the location and distribution of Earth's resources. Analyze how this distribution affects trade between and among countries and regions. (Spatial Interaction, Spatial Distribution, Physical Systems, Human Environment Interactions)

Example: Compare and contrast South Africa with selected countries of sub-Saharan Africa (1800s–present), relate the movement of world resources to developed from developing countries (1900s), compare and contrast specific countries and regions in North America with countries and regions in Asia and Latin America in relationship to resources (present), relate fossil fuels to the “have” and “have not” countries (present).

GHW.8.2 Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. (Diffusion, Change over Time, Spatial Interaction, Spatial Organization, Human Livelihoods)

Example: Latin American and Africa: describe near-subsistence agriculture (1800–present), United States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)

GHW.8.3 Identify and describe how the physical and human environments have been altered in selected countries due to trade, commerce and industrialization. Propose strategies for controlling the impact of these forces on the environments affected. (Cultural Landscape, Change over Time, Physical Systems, Human Environment Interactions, Human Livelihoods)

Example: Japan: compare and contrast the Inland Sea Area (1850–2000), Persian Gulf states: making the desert bloom (1875–2005), United States: forest and plains to farmland (1800s), China: industrial changes in Yangzi (Chang Jiang) River valley from 1930s to 2000, Indonesia and Brazil: tropical rainforests to farmland (present)

GHW.8.4 Analyze the impact of changing global patterns of trade and commerce on the local community. Predict the impact of these patterns in the future. (Spatial Interaction, Change over Time, Human Livelihoods)

Example: Go to a large retail store in the local community and map the origins of textile products by countries; China and United States: give examples of the imbalance of trade (present) and predict the impact of the imbalance on the local

community; evaluate the auto industry in relationship to imports and the impact on mid-America and predict the impact on the local community (1970–present).

Standard 9

Human and Environmental Interactions: Resources, Hazards and Health

Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.

- GHW.9.1** Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts. (Human Environment Interactions, Origins, Change over Time, Physical Systems, Cultural Landscape, Spatial Interaction, Spatial Organization)

Example: Japan (earthquakes): building reinforced skyscrapers, training for emergency in a disciplined society; United States (hurricanes): the response in Florida and Louisiana, government aid, flood-prone areas in urban environment; Indian Ocean (earthquakes, tsunamis): lack of warning systems in the third world countries, worldwide relief efforts, foreign aid; Colombia (volcanoes): mud-flows, government response in remote areas of the world; Pakistan (earthquakes): remote areas, lack of building codes, terrorist activity; and China (floods): deadly floods on the Hwang Ho River

- GHW.9.2** Identify regional resource issues that may impede sustainability*, economic expansion and/or diversification*. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues. (Human Environment Interactions, Spatial Distribution, Spatial Interaction, Change over Time, Spatial Organization, Physical Systems, Spatial Variation, Human Livelihoods)

Example: United States: distribution of fresh water in western states, California vs. neighboring states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; Europe: dependence on the Persian Gulf for fossil energy; Russia: significant resource potential, but slow development of infrastructure and residuals of command economy within the market economy since the 1990s

- GHW.9.3** Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. Evaluate the impact of these technologies on the physical and human environments affected. (Human Environment Interactions, Spatial Interaction, Change over Time, Physical Systems)

Example: Netherlands: use of dams and dikes to claim polderlands from the North Sea; United States (New Orleans): levees and dams used for urban growth and development; China: Three Gorges Dam on Yangtze River causing displacement of population and changing the land features, but also providing great potential for modernization; Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers

- GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change over Time, Diffusion)

Example: Europe (Black Death, Bubonic Plague): spread from Central Asia, dramatic decrease in population (fourteenth century); North America (Native Americans): Europeans bringing smallpox and measles to New World (1500s); World: the cholera pandemic (1700–1800s), Influenza Pandemic (1918–1919), the AIDS epidemic (1900s); Asia and United States: the potential for a bird flu pandemic and the response by the United States with the help of the Centers for Disease Control (2007)

- * sustainability: meeting the needs of the present population without compromising the ability of future generations to meet their own needs
- * diversification: methods of farming, other forms of land use, industrial production and economic systems that involve more than one product, following the old maxim, “Don’t put all your eggs in one basket”

Standard 10

States*, Nations* and Nation-States*

Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.*

- GHW.10.1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination* of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie. (National Character, Cultural Landscapes, Sense of Place)

Example: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque (1492–present)

- GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism*, in their formation. (Change over Time, Physical Systems, Origins, National Character)

Example: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the

Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), potential nationalistic movements with the Palestinians and Kurds (present)

- GHW.10.3 Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. (Change over Time, Diffusion, Spatial Variation)

Example: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)

- GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world. (Change over Time, Spatial Organization)

Example: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)

- GHW.10.5 Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character)

Example: The development of France (500–1850), compare Europe with Africa (1700–1990), the emergence of the federal state of Australia (1775–1925) and the increase of homogeneity in Japan (1945–present)

- GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces*) or divide (centrifugal forces*) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change over Time, Spatial Distribution, Spatial Variation, National Character)

Example: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian sub-continent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy

* state: a politically organized territory that is administered by a sovereign government and is recognized by a significant portion of the international community; a state must also contain a permanent resident population, have an economy, and be self-governing within a defined territory

* nation: a group of people generally linked by language, ethnicity, religion and other shared cultural attributes including a common cultural consciousness; such homogeneity does not occur in all states, and a nation may not necessarily enjoy statehood

- * nation-state: a state (country) whose population possesses a substantial degree of cultural homogeneity and unity and is recognized as a political unit; the territory of a nation-state usually coincides with the area settled by a certain national group or people
- * country: synonymous with the term state
- * self-determination: the principle that people should be free to determine their own political status
- * nationalism: the belief that groups of people are bound together by territorial, cultural and (sometimes) ethnic links
- * centripetal forces: forces that unite and bind a country together, such as a strong national culture, shared ideological objectives or a common faith
- * centrifugal forces: forces that tend to divide a country, such as internal religious, linguistic, ethnic or ideological differences

Standard 11

Sports, Recreation and Tourism

Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.

GHW.11.1 Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins. Analyze the spatial patterns that emerge. (Origins, Change over Time, Diffusion)

Example: Golf (Scotland); tennis (Europe); lacrosse (Canada, Native Americans); skiing (Norway); soccer/football (Europe, Latin America); baseball, basketball (United States); and The Ancient Olympics marathon (Greece)

GHW.11.2 Analyze the ways in which people's changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. (Change over Time, Spatial Interaction, Cultural Landscape.)

Example: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the Olympic movement; and United States: development of parks in response to increased urbanization

GHW.11.3 Identify and assess the impact of sports and recreation on the human and physical environments in selected countries. (Change over Time, Cultural Landscape, National Character)

Example: Olympic Games: the modern games have significantly changed the host urban centers and in many cases the entire country is affected; United States: select urban centers where recreational and sporting structures have significantly changed the environment (Indianapolis, Minneapolis, Cincinnati, etc.), select impoverished inner-city neighborhoods and show how the landscape has changed due to the development of recreational facilities; Africa: the

development of national parks and reserves to protect the animal life and the environment; Japan: golf courses in densely settled areas.

- GHW.11.4 Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified. (Spatial Interaction, Spatial Organization, Change over Time)

Example: Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town's population

- GHW.11.5 Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. (Human Environment Interactions, Spatial Interaction, Change over Time, Spatial Variation, Spatial Organization, Physical Systems, Cultural Landscape, Human Livelihoods)

Example: Mexico: tourism on the Yucatan Peninsula (Cancun, etc), Brazil: increased tourism to the rainforest areas along the Amazon River, Kenya: the effects of traditional safari hunting on the animal environment, Pacific World (Hawaii, Fiji, Palau and Tahiti): human change and environmental impact of tourism, China: societal changes resulting from increased tourism in a communist state

- GHW.11.6 Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems. (Human Environment Interactions, Spatial Interaction, Change over Time, Cultural Landscape, Human Livelihoods, Sense of Place)

Example: Examine tourism in a developed or less-developed country to identify conflicts over resource use, the relative advantages and disadvantages of tourism to local residents and the costs and benefits of tourism from several points of view (e.g., those of the owner of a diving shop, a hotel maid, a tourist and a local fisherman) to put together a position paper for or against developing tourism in a new location.

Standard 12

Global Change

Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.

- GHW.12.1 Analyze global climate change (sometimes called "global warming") and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic,

and health and welfare). (Physical Systems, Human Environment Interactions, Change over Time, Spatial Distribution, Spatial Interaction, Spatial Variability)

Example: The accuracy of Global Climate Models (GCMs) (1980–present), the forecast that the productive farmlands of the U.S. Great Plains will experience drought while Canada’s farmlands will become much more productive (present), sea level changes associated with past and present climate changes, and the impact of such changes on humans in the contemporary world (last Ice Age–present)

GHW.12.2 Explain the concepts of linear* and exponential growth*. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends. (Change over Time, Human Environment Interactions, Cultural Landscapes, Physical Systems)

Example: The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)

- * linear growth: a model of growth that involves adding a fixed amount to a constant base over a period of time
- * exponential growth: a model of growth in which a constant rate of growth is applied to a continuously growing base over a period of time

The historical geography concepts used to explore global themes in Geography and History of the World are indicated in parentheses in each standards indicator and described here.

Change over Time

Modifications in human and physical environments resulting from the workings of geographic and historical processes.

Cultural Landscape

The forms and artifacts sequentially placed on the natural landscape by the activities of various human occupants. By this progressive imprinting of the human presence, the physical (natural) landscape is modified into the cultural landscape, forming an interacting unity between the two.

Diffusion

The spatial spreading or dissemination of a cultural element (such as a technological innovation) or some other phenomenon (e.g., a disease outbreak).

Human Environment Interactions

The ways that people depend on, adapt to, are affected by and change the natural environment.

Human Livelihoods

People obtain the necessities and the comforts of life through participation in three sectors of activity: primary (agriculture, mining and forestry), secondary (industry) and tertiary (services).

National Character

Over time, countries and nations take on representative cultural features that define them locally, regionally or nationally, and collectively distinguish them from others.

Origin

The point or place from which something arises, comes, begins or develops; the starting point or place.

Physical Systems

The physical processes that shape the patterns of Earth's surface and the characteristics and spatial patterns of ecosystems on Earth's surface.

Sense of Place

Places are parts of Earth's space, large or small, that have been endowed with meaning by people. A sense of place takes two forms: (1) the distinctive character of a place that results from the physical characteristics of the place or the place's association with significant events, and (2) the attachments that people develop for places through experience, memory and intention.

Spatial Distribution

The arrangement of physical and human elements on Earth's surface.

Spatial Interaction

The movement of people, goods, information, and money between and among regions, countries, and places.

Spatial Organization

The way in which physical and human elements on Earth's surface are structured.

Spatial Variation

How one place is different from another in form, condition, appearance or extent.